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ABSTRACT

The Neglected and Delinquent/High School Institutionalized Facilities Program, funded by the New York State Education Department under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) of 1981, provided diagnostic and prescriptive approaches to teaching prevocational, vocational/occupational, and life skills to 1,076 high school students incarcerated or in pretrial facilities on Riker's Island, in drug rehabilitation facilities, and in high school equivalency preparation centers in the boroughs on Manhattan, the Bronx, and Queens. The program was implemented as planned at eight sites. Facilities, staffing, inservice training, and assessment and testing materials were generally adequate. The use of computers continued to be especially effective in implementing the curriculum. On-going contact between program and agency staff was viewed as an important factor in success. Eighty-two percent of the students achieved 75 percent of their objectives in vocational/life skills, an increase of 19 percent over the previous year. In the area of prevocational skills, 76 percent of the students achieved the goal program-wide. The Office of Research, Evaluation, and Assessment (OREA) recommends additional computer hardware and software wherever possible, additional staff training in computer technology, and enhanced inservice training through program-wide conferences. A project evaluation report form is included. (Author/SLD)

ED 363 673

OREA Report

HIGH SCHOOL
E.C.I.A. CHAPTER 1, Part B
INSTITUTIONAL FACILITIES PROGRAM
1991-92

STATE REPORT

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HIGH SCHOOL
E.C.I.A. CHAPTER 1, Part B
INSTITUTIONAL FACILITIES PROGRAM
1991-92

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HIGH SCHOOL
E.C.I.A. CHAPTER 1, PART B
INSTITUTIONALIZED FACILITIES PROGRAM
1991-92

SUMMARY

The Neglected and Delinquent/High School Institutionalized Facilities Program, funded by the State Education Department under Chapter 1 of the Education Consolidation and Improvement Act (E.C.I.A.) of 1981, provided diagnostic and prescriptive approaches to teaching pre-vocational, vocational/occupational, and life skills to 1,076 high school students incarcerated or in pre-trial facilities on Riker's Island and in drug rehabilitation facilities and high school equivalency preparation centers in the boroughs of Manhattan, the Bronx, and Queens.

The program was implemented as planned at all eight sites. Classroom facilities, staffing, in-service training, and assessment and testing materials were generally adequate. The use of computers continued to be especially effective in implementing the curriculum. On-going contact between program staff and agency staff was viewed as an important factor in the success of the program.

Eighty-two percent of the students achieved 75 percent of their objectives in vocational/life skills, an increase of 19 percent over the previous year. The goal was achieved at seven sites, with the eighth site falling just short of the goal. In the area of pre-vocational skills, 76 percent of the students achieved the goal program-wide. The goal was achieved at five sites, with three sites falling short of the goal.

OREA recommends that the program:

- provide additional computer hardware and software for student use wherever possible;
- provide additional training for staff in computer technology; and
- enhance in-service training by the addition of program-wide conferences which would provide opportunities for staff to benefit from one another's outstanding skills, and could also utilize the services of outside agencies.

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This report was prepared by the Office of Research, Evaluation, and Assessment (OREA) of the New York City Public Schools. The study was conducted by the Student Progress Evaluation Unit (SPEU), Dr. Henry Solomon, Unit Manager. Dr. William Askins, Senior Evaluation Consultant, was responsible for the overall supervision of the study which included the data collection process. Dr. Renee Schmerler analyzed the data and prepared the final report. The report was edited by Carol Meyer.

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I. INTRODUCTION

PROGRAM DESCRIPTION

The Neglected and Delinquent/High School Institutionalized Facilities Program is under the direction of the New York City Board of Education's Division of High Schools, and is funded by the State Education Department under Chapter 1 of the Education Consolidation and Improvement Act (E.C.I.A.) of 1981. The program provides diagnostic and prescriptive approaches to teaching vocational/occupational and life skills to students incarcerated and in pre-trial holding facilities on Riker's Island, in drug rehabilitation facilities, and in high school equivalency preparation centers.

In 1991-92, educational programs were implemented for students at eight sites: Promesa in the Bronx; Odyssey House in Manhattan; Aurora Concept, J Cap, and Outreach House in Queens; and Austin MacCormick Island Academy, Rosewood High School and Riker's Island Educational Facility on Riker's Island.

The student outcome goal of the program was that:

- seventy-five percent of the participants enrolled in vocational/occupational life skills, and prevocational skills and/or on-the-job training will meet 75 percent of the objectives established by the program.

EVALUATION METHODOLOGY

OREA evaluated this program to determine if:

- the staffing patterns, facilities, equipment, instructional material, and methods were sufficient and appropriate, and
- the program achieved its student outcome goal.

Evaluators utilized data from a survey completed by each of the site supervisors. The survey focused on student attendance, site facilities, program objectives, assessment of students' needs, staff, in-service training, activities and methodology, and materials and equipment.

This report describes program implementation in chapter II, and program outcomes in chapter III, and presents OREA's conclusions and recommendations in chapter IV. Individual site summaries are presented in the Appendix.

II. IMPLEMENTATION

STUDENTS

A total of 1,076 students participated in the program, with from 5 to 830 students at the individual sites. However, the number being served at any one time varied during the program's operation because eligible students entered and left the program on a "rolling" basis throughout the year. Supervisors reported that student turnover did not affect the implementation of the program, since it was designed to be a flexible one, and that the enrolled number did not exceed program capacity at any given time.

MATERIALS AND RESOURCES

Classrooms were provided for the program at all sites. At one site, classrooms for both regular and special education students were available. At two sites, an orientation room and a computer room were provided in addition to the classrooms. Five sites had computers, audio-visual equipment, and a photocopier. Two sites were provided with a studio for performing and visual arts. Rosewood and Island Academy looked forward to the establishment of a school library funded in part by the New York City Public Library. The supervisor of these sites believed that when this resource is in place, opportunities for the students will be improved and school tone enhanced. Other resources which were available to the program included guest lecturers, photocopied materials, and magazines.

Supervisors rated the materials and equipment provided by the program as good to excellent, although two supervisors noted that more materials for hands-on learning should be available. At all but one site, materials and equipment arrived on a timely basis. There were sufficient numbers of computers at six sites, but not at the other two. All supervisors requested additional computer hardware and software.

STAFF

Staff consisted of five full-time and nine part-time teachers, with licenses which included business, occupational education, English, and mathematics. There were four part-time and three full-time paraprofessionals. Evaluators found that the staff was sufficient in terms of number, type, qualifications, training, and timeliness of assignment to sites. Supervisors rated staff sufficiency positively.

There were three site supervisors: one supervised Aurora, Odyssey House, Promesa, Outreach, and JCAP; one supervised Island Academy and Rosewood; and a third person supervised Riker's Island. Two of the supervisors had attained a tenure of four years, while one had supervised the program for one year. Supervisory experience in the area of special education ranged from 0-17 years.

STAFF DEVELOPMENT

The site supervisors provided in-service training and guidance to their staffs, utilizing such methods as phone contacts, classroom observations, off-site meetings, on-site

conferences, and emergency site visits. Targeted issues were program goals, career opportunities and employment skills, managing the transition of students out of the program, student progress, scheduling, and program evaluation. The amount of in-service training provided by site supervisors varied from site to site, ranging from three times during the school year to once each month.

Additional in-service training was provided. Workshops were conducted at five sites by an assistant principal, a counselor, and an agency for supervision and administration. The content of the training included curriculum development, student assessment, and review of materials. At two sites, training was provided by a principal, a district administrator, a guidance counselor/ nurse, and several professionals from the Center for Educational Leadership. The material covered included raising student self-esteem, effective use of paraprofessionals in the classroom, transitioning, achievement of program goals, and identifying and responding to student needs. At one site, various staff members demonstrated strategies for teaching reading, writing, and the use of computers. One supervisor received in-service training provided by Board of Education staff developers. This training was rated as useful preparation for the supervisor's role.

Supervisors rated the effectiveness of in-service training on a Likert scale of one to five, with one being not sufficient and five being very sufficient. The average rating for this item was four. Supervisors indicated that training would be enhanced

was four. Supervisors indicated that training would be enhanced if staff members were allowed to "showcase" their skills as workshop presenters and if time were provided for staff to attend program-wide conferences sponsored by educational agencies. The supervisor at Rosewood and Island Academy indicated that "more staff training is needed to introduce and acquaint staff with advances in this area."

INSTRUCTIONAL METHODS

Various instructional methods were used. Supervisors reported that training in computer skills was of greatest assistance in achieving objectives, and that students were highly motivated to learn through the use of computers. They recommended that even greater emphasis be placed on this area. Five sites reported that individualized instruction had been highly effective. Other effective strategies or activities mentioned included role playing, independent studies with peer assistance, reading, and guidance. One supervisor reported that the least effective strategy was the traditional method of classroom instruction.

PROGRAM/AGENCY CONTACT

Contact between program staff and agency staff took place at all sites. Supervisors emphasized the significance of this communication in supporting the aims of the program, and cited some positive outcomes, such as the fact that agency staff monitored the movement of students to insure attendance at classes and kept program staff informed of changes in student

body population, sometimes enabling "over-age" students to be maintained in the program. Supervisors rated the working relationships between program staff and agency staff as excellent at seven sites. However, one supervisor rated the relationship as minimally adequate, indicating a need for on-going communication at a conveniently designated time for all parties concerned. Another supervisor pointed to a need for more efficient dialogue around specific cases.

III. OUTCOMES

Student achievement was measured in two areas: vocational/life skills and pre-vocational skills. The program goal for both areas was that 75 percent of the students would meet 75 percent of their educational objectives.

As shown in Table 1, a total of 896 students were assessed in the area of vocational/life skills. Of these, 82 percent achieved the goal, a substantial improvement over the 56 percent who achieved this goal the previous year. The goal was achieved at seven sites, with the eighth site (Promesa) falling just short of the goal (73 percent).

In the area of pre-vocational skills, a total of 1,076 students were assessed, and 76 percent of these students achieved the program goal. The goal was achieved at five sites. At the sixth site (Rosewood), 71 percent of the students achieved the goal. At the seventh and eighth sites (Island Academy and Promesa, respectively), 73 percent achieved their goal. In 1990-91 no assessments were reported in the area of pre-vocational skills, so that no comparison could be made with this year's achievement.

TABLE 1

EVALUATION REPORT OF PROJECTS FOR NEGLECTED OR DELINQUENT PUPILS

1991-1992

FACILITY LEVEL PARTICIPANT AND ACHIEVEMENT INFORMATION

In the table below, enter for each facility the total number of project participants. Also indicate by program objective, the number of pupils served in this project who were available for assessment of vocational/life skills objectives (Column A), and the number who achieved 75 percent or more of the objectives (Column B) as stated in the project proposal.

Facility Type (SED Use Only)		Institution Facility Name	12 Digit Institution-Facility Code*	Unduplicated Number of Participants	Vocational/ Life Skills		Prevocational Skills	
					Number Pupils Assessed (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Assessed (A)	Number Pupils Achieved 75% of Objectives (B)
		ROSEWOOD HIGH SCHOOL		17	17	17	17	12
		ISLAND ACADEMY		135	135	135	135	99
		AURORA		10	10	8	10	8
		J CAP		5	5	4	5	4
		OUTREACH		46	46	35	46	35
		PROMESA		15	15	11	15	11
		ODYSSEY		18	18	14	18	14
		RIKER'S ISLAND		830	650	509	830	631

V. CONCLUSIONS AND RECOMMENDATIONS

The program was implemented successfully, with a notable increase in achievement of goals over last year. At those sites where the goal was not met, the actual level did not fall far below the target. The inherent flexibility of the program allowed it to operate successfully, despite the transient nature of the student population served.

Supervisors' recommendations for program improvement were site-specific and are included with the site narratives in the Appendix. OREA has synthesized these recommendations, which include the suggestions that the program:

- provide additional computer hardware and software for student use wherever possible;
- provide additional training for staff in computer technology; and
- enhance in-service training by the addition of program-wide conferences which would provide opportunities for staff to benefit from one another's outstanding skills, and could also utilize the services of outside agencies.

APPENDIX

PROJECT SUMMARY NARRATIVE BY FACILITY

PROJECT SUMMARY NARRATIVE, BY FACILITY

ROSEWOOD

1. Implementation

The program began in September 1991 as planned. It served 330 participants, but the actual number of students at any time varied because the student population was transient. The supervisor reported that funds were available on a timely basis. The program was reported to be successful, especially the vocational elements.

2. Facilities

The facilities provided for the program were rated as fairly adequate by the supervisor. They included a classroom, a computer room, and an orientation room. In addition, the site provided a studio for performing and visual arts, guest lectures, photocopied materials and magazines.

3. Staff

The site supervisor rated the three part-time teachers and three part-time para-professionals funded by the program as fairly sufficient. In-service staff training was furnished three times a month, addressing the following topics: raising self-esteem, effectively utilizing the paraprofessional in the classroom, enhancing the transition of students out of the program, developing and fulfilling program goals, and identifying and responding to student needs. Training was provided by a principal, a district administrator, a guidance counselor, a representative from the Center for Educational Leadership, and the program site supervisor. The supervisor held weekly meetings with staff, communicated with them by telephone, and made emergency site visits when needed. The topics dealt with at staff meetings were: mastery of basic skills, career opportunities, and enhancing the transition process to reconnect students with resources following discharge from the facility. Overall staff training was rated as sufficient by the supervisor.

4. Program Goals/Student Assessment

Program goals were linked to students' needs as determined by the Metropolitan Achievement Test, Vocational Inventory Assessment, and a staff-developed mathematics test. The site supervisor rated these instruments as fairly effective. The supervisor recommends extending the goals to include greater student exposure to computers. This would require further staff training in computer technology.

5. Activities/Methodology

The staff created a learning lab for independent study with peer assistance. This was an effective strategy for students to study the vocations of their choice. Role-playing interviews with prospective employers or with parents or peers also proved very helpful in meeting program goals. Traditional methods of classroom instruction were not found to be useful.

6. Materials/Equipment

Materials and equipment provided by the program were rated as appropriate. The program supervisor reported that items, such as computers, that allowed for active student involvement were the most effective. Additional computers were requested for this site.

7. Other Contributing Factors

Initially there was a shortage of space. However, that problem was resolved by redesigning the layout and providing space for more counseling and instruction. An unresolved problem concerned the inability of the school to insist on homework. The person at the site who had attempted to work with the school staff to set up a study period was transferred to a different unit. While the supervisor rated working relations with the agency staff as excellent, more time to meet with agency staff is needed.

8. Promising Activities

The facility will be furnished with a school library funded in part by the New York City Public Library. This addition, planned for August 1992, was viewed as a positive venture to enhance school tone and offer new opportunities for students. The supervisor also wishes to develop and implement an intense program for students who have been incarcerated for the first time as well as for those whose stay at the facility was short term.

9. Supervisor's Recommendations

The site supervisor made several suggestions to benefit the program: utilize staff to "showcase" their outstanding skills at training sessions; provide staff training in computer technology; provide additional materials that will permit more active student involvement; explore ways to improve communication between program and agency staffs and designate specific times for meetings; and expose staff to new assessment instruments.

RIKERS ISLAND

1. Implementation

The program began in September 1991. The number of participants during the school year was 850, but this number varied according to the number of students incarcerated at any given time. At this site, funds were not available on a timely basis.

2. Facilities

Classrooms were provided for both regular and special education classes. No other facilities were provided by the site. The facilities were rated fairly adequate by the program supervisor.

3. Staff

The staff at this site consisted of five full-time teachers and three full-time paraprofessionals. The supervisor rated the staff as sufficient to meet the needs of the program. In-service training in reading, writing, and computers was provided for the staff by various staff members. Training sessions were held once a month. The program supervisor provided additional in-service training and guidance to the staff twice a month. This training consisted of classroom observations and regular on-site conferences focusing on program goals and individual students.

The supervisor received in-service training from various Board of Education staff developers. This training was rated as adequate by that supervisor.

4. Program Goals/Student Assessment

The program goals were rated as appropriate by the supervisor and these goals were adequately implemented. The Tabe test was used to assess students' educational needs. The site supervisor rated this an effective instrument for the purpose of the program.

5. Activities/Methodology

Instructional methods and activities used by staff included the use of computers, and guidance and reading activities. These methods were reported to be useful in achieving the program's goals.

6. Materials/Equipment

The program supervisor reported that funds to be used for the purchase of materials and equipment did not arrive on time. However, the materials that were available were rated as fully appropriate. Computers were the most effective because students responded well to hands-on instruction. There was a sufficient number of computers available.

7. Other Contributing Factors

The supervisor indicated that there was regular contact between program staff and agency staff. This contact was rated as excellent.

8. Promising Activities

Students were exposed to computer spread sheets and to a Word Perfect program. They responded very well to these hands-on activities. The use of computers was reported to be highly effective in accomplishing program goals.

9. Supervisor's Recommendations

The program was rated as highly successful this year. Additional staff training was needed to implement the program for larger numbers of students. The supervisor recommended that this additional training be planned for next year.

AURORA CONCEPT

1. Implementation

The program at Aurora began on time in September 1991. The actual number of participants was ten, but the population was transient and there was a turnover in student participants. The program was reported to be fully implemented and very successful as a result of its intrinsic flexibility.

2. Facilities

The site provided regular classrooms, computers, audio visual materials, and a photocopier. The rooms were adequate for the needs of the program.

3. Staff

The one part-time teacher was rated as sufficient by the supervisor. In-service training was provided for the staff. The content of the training included student assessment, curriculum development, and review of materials. Three staff training sessions were conducted by an assistant principal, a supervision and administration agency, and a counselor. The program supervisor met with staff once a week. In addition, the supervisor did classroom observations and spoke with staff on the phone. The topics discussed with staff concerned student schedules, program evaluation and implementation of curriculum. The supervisor reported that staff development needs were adequately met.

4. Program Goals/Student Assessment

The goal of the program, as stated by the supervisor, was to address the individual needs of the students. The program supervisor stated that activities towards this goal were adequately implemented, and no additional goals were recommended. Assessment of students' needs was accomplished with the use of Able and Job-O standardized tests, diagnostic/prescriptive instruments, and RCTs. The supervisor reported the instruments as being fairly adequate in measuring students' needs.

5. Activities/Methodology

Instructional activities included heterogeneous grouping, use of computers, individualized instruction, and pre- and post-testing. The methods of greatest assistance in achieving objectives were individualized instruction and training in computer skills.

6. Materials/Equipment

The site supervisor reported the materials and equipment provided by the program as sufficient and available on a timely basis. Computer software and hardware motivated students to attend class and introduced unique methods of instruction. Computers were rated as the most effective equipment utilized.

7. Other Contributing Factors

Contact with agency staff to discuss and evaluate student progress was excellent. Additional dialogue focusing on specific students would further enhance the program. The staff faced some difficulty in scheduling the transient student population. However, the program was flexible and the necessary adaptations were made.

8. Supervisor's Recommendations

The program supervisor at Aurora also supervised four other sites. He recommended that a full-time itinerant teacher be made available at all five sites. The supervisor also recommended that time be allocated to staff for attendance at program-wide conferences sponsored by educational agencies. Further, staff training needed to address alternative methods of student assessment. The program would also benefit from additional computer software and hardware.

JCAP I

1. Implementation

The program began on time in September 1991. The actual number of participants during the school year was five but this number varied since the population was transient. Program funds were available on a timely basis at this site. The program was fully implemented and very successful.

2. Facilities

Regular classrooms were provided for the program and these rooms were reported to be adequate. In addition, computers, audio-visual materials, and a photocopier were available.

3. Staff

The program was adequately staffed by one teacher. Three sessions of in-service training were provided for the staff by a counselor, an assistant principal, and an educational agency. The training content included curriculum development, student assessment, and review of materials. In addition, the program supervisor provided guidance once a week via staff meetings, classroom observations, and phone contacts. The topics discussed included student scheduling, program evaluation, and curriculum.

4. Program Goals/Student Assessment

The goal of the program at JCAP was to address the individual needs of the students. The program supervisor reported that activities to achieve this goal were implemented and no additional goals were recommended. Several assessment instruments were used to evaluate students' educational and vocational needs. The Able and Job-O standardized tests, diagnostic/ prescriptive instruments, and RCTs were originally proposed for use at this site and were rated as fairly adequate in measuring the needs of students.

5. Activities/Methodology

Instructional methods and activities used to achieve the program's goals were heterogeneous grouping, individualized instruction, computer training and pre- and post-testing. Individualized instruction and computer training were most effective in achieving objectives.

6. Materials/Equipment

Materials and equipment were available on a timely basis and were appropriate to the program. The use of computer software and hardware was highly effective, motivating students to attend class and introducing a unique method of instruction.

7. Other Contributing Factors

Contact with agency staff was excellent, enabling discussion and evaluation of student progress. Scheduling of students presented a challenge to the staff since the student population was transient. However, this difficulty was overcome since the program permitted a flexible schedule to address the needs of the students.

8. Supervisor's Recommendations

The program supervisor recommended that a full-time itinerant teacher be available at the five sites within his jurisdiction. The program would benefit from additional staff training to address alternative methods of student assessment. Staff attendance at program-wide conferences sponsored by educational agencies would also be of value. Increased opportunity for dialogue between program and agency staff with a focus on student progress would benefit the program.

PROMESA

1. Implementation

The program at Promesa started on time in September 1991. The actual number of students participating during the school year was fifteen. Funds were available to the program on a timely basis and the program was successfully implemented.

2. Facilities

Regular classrooms were provided by the site. The rooms were adequate for the needs of the program. In addition, computers, audio-visual materials, and a photocopier were available.

3. Staff

One teacher at this site was considered to be adequate staffing by the supervisor. Three training sessions were provided for the staff. The content included curriculum development, student assessment, and review of materials. The sessions were conducted by an assistant principal, a supervision and administration agency, and a counselor. The program supervisor furnished guidance to the staff on a weekly basis via meetings, classroom observations, and phone contacts. The topics discussed with staff concerned students' schedules, curriculum implementation, and program evaluation. Provisions for staff development were adequate.

4. Program Goals/Student Assessment

The program's goal was to address the individual needs of the students. Activities to achieve this goal were adequately implemented. Assessment of students' needs was accomplished with the use of Able and Job-O standardized tests, diagnostic/ prescriptive instruments, and RTCs. These instruments were fairly satisfactory in measuring students' needs.

5. Activities/Methodology

Instructional methods and activities included individualized instruction, heterogeneous grouping, use of computers, and pre- and post-testing. Individualized instruction and use of computers were most helpful in achieving program objectives.

6. Materials/Equipment

Materials and equipment were sufficient and were available on a timely basis. Computers were reported to be highly effective. Students enjoyed the hands-on quality of computers and were motivated by these activities to attend classes.

7. Other Contributing Factors

The scheduling difficulties arising from the transient nature of the student population were resolved by the inherent flexibility of the program. The effectiveness of the program was aided by the dialogue between program and agency staff, which focused on student problems and progress.

8. Supervisor's Recommendations

Additional staff training was needed to highlight alternative methods of student assessment. Staff attendance at program-wide conferences sponsored by educational and affiliated agencies would be useful. Additional computer hardware and software would enhance the program. A full-time itinerant teacher available to the five sites in the jurisdiction of this supervisor would support the program goals.

OUTREACH HOUSE

1. Implementation

The program started on time in September 1991. There were 46 participants, but the actual number at any given time varied because the population was transient. The program was successfully implemented, which was attributed to the flexible schedule that enabled the staff to address the needs of the students.

2. Facilities

The site provided regular classrooms, computers, audio-visual equipment, and a photocopier. The facilities were rated as adequate.

3. Staff

This site had one teacher, who was reported to be sufficient to implement the program. The supervisor visited the site to make classroom observations, to review students' records and to assess outcomes. The supervisor met with staff once a week and discussed student schedules, program evaluation and implementation of the course of study. Three training sessions were provided for the staff by a counselor, an assistant principal, and a supervision and administration agency. The content of the training was curriculum development, student assessment, and review of materials. The supervisor rated the training as sufficient.

4. Program Goals/Student Assessment

The goal of the program, as reported by the supervisor, was to address the individual needs of the students. Activities towards this goal were implemented; no additional goals were recommended. The assessment instruments used for the program were the Able and Job-O standardized tests, diagnostic/ prescriptive instruments, and RCTs. They were rated as fairly adequate in measuring students' needs.

5. Activities/Methodology

The activities used to achieve the program's goals were individualized instruction, heterogeneous grouping, and pre- and post-testing. These methods were fully implemented as planned. Individualized instruction and computer activities were of greatest assistance in achieving program objectives.

6. Materials/Equipment

The materials and equipment provided by the program were rated as appropriate and were available on a timely basis. The use of computer software and hardware motivated students to attend class and was reported to be very effective in achieving goals.

7. Other Contributing Factors

Contact with agency staff for the purpose of discussing and evaluating student progress was excellent. Continued dialogue between on-site program staff and agency personnel concentrating on specific students' progress would be helpful to the program.

8. Supervisor's Recommendations

The program supervisor recommended the introduction of a full-time itinerant teacher to be available to all five sites within his jurisdiction. Staff would benefit from attendance at program-wide conferences, sponsored by educational and affiliated agencies. The supervisor stated that alternative methods of assessment need to be considered and recommended that this be a topic for a training session. The use of computers was a very effective instructional method. Additional computer software and hardware are needed.

ISLAND ACADEMY

1. Implementation

The program began as planned in September 1991. The number of students participating in the program was 330. Funds were available on a timely basis. The program was successfully implemented.

2. Facilities

The facility provided an orientation room, a classroom, and a computer room. In addition, the site provided a studio for visual and performing arts, magazines, photo-copied materials, and guest lecturers. Facilities furnished at the site were rated as fairly sufficient.

3. Staff

The staff at this site, consisting of one teacher and one paraprofessional, was rated as sufficient by the program supervisor. The staff was provided with training two to three times a month by a principal, a district administrator, a guidance counselor, a representative from the Center for Educational Leadership, and the program site supervisor. The content of this training included raising self-esteem, effectively utilizing the paraprofessional in the classroom, managing the transition of students out of the program, identifying and responding to students' needs, and achieving program goals. The program supervisor held regular, weekly, on-site conferences dealing with employment skills training and career opportunities, as well as basic skills. In addition, the supervisor held sub-group meetings, and furnished guidance and support via emergency site visits and phone contacts.

4. Program Goals/Student Assessment

The program goal, as stated by the supervisor, was to serve the population effectively based on an assessment of students' needs. Program activities towards this goal were fully implemented. Assessment of students' needs was accomplished with the use of the Metropolitan Achievement Test, a school-based mathematics test, and a vocational inventory assessment. These instruments were adapted from instruments used at Rosewood High School. The instruments were rated as fairly effective.

5. Activities/Methodology

Students selected the vocations of their choice, and with peer assistance worked independently in a learning lab environment. The learning lab approach and role playing were the most effective instructional strategies. The traditional method of classroom instruction was not found to be useful.

6. Materials/Equipment

Materials and equipment were available on a timely basis and were appropriate; the most effective materials allowed for student involvement. Because of insufficient computers, additional computers were requested.

7. Other Contributing Factors

Contact with the agency staff insured that students arrived at the school in a timely fashion and that "over-age" students were maintained in the program wherever possible. The supervisor rated contact with agency staff as somewhat inadequate. There was a need for more communication at designated times that were convenient for all parties concerned.

8. Promising Activities

The planned opening of a branch of the New York City Public Library at this site will enhance school tone and provide opportunities for students in the program. The site supervisor would like to develop an intense program for those youngsters whose stay at the site is short and/or for those who are incarcerated for the first time.

9. Supervisor's Recommendations

Staff training would be enhanced if staff could "showcase" their skills. More hands-on learning experiences such as those provided by computers would improve the program. Increased communication between program staff and agency staff would help to resolve such problems as the need to insist that students do their homework

ODYSSEY HOUSE

1. Implementation

The program started on time in September 1991. The actual number of participants during the school year was 18, but the number at any given time varied because the population was transient. As one student exited the program, he or she was replaced by another student. The program was fully implemented and was very successful.

2. Facilities

Regular classrooms were provided by the site. In addition, computers, audio-visual equipment, and a photocopier were available. The facilities provided were rated as adequate.

3. Staff

There was one teacher at this site, and the supervisor considered this to be adequate staffing. There were three in-service training sessions provided for the staff. Training addressed: curriculum development, student assessment, and review of materials. Training was furnished by an administration agency, an assistant principal, and a counselor. The supervisor supplied additional in-service training using classroom observations, phone contacts, and weekly meetings. The topics discussed by supervisors and staff included student schedules, implementation of the course of study, and program evaluation. The supervisor rated staff development as sufficient for the needs of the program.

4. Program Goals/Student Assessment

The supervisor reported that the goal of the program was to address the individual needs of the students. This goal was achieved as proposed. Students' needs were assessed using the Able and Job-O standardized tests, diagnostic/ prescriptive instruments, and RTCs. These instruments were rated as fairly adequate in measuring the needs of the students.

5. Activities/Methodology

Staff used heterogeneous grouping, individualized instruction, and pre- and post-testing to implement the goal of the program. The instructional methods found to be most useful were individualized instruction and computer training.

6. Materials/Equipment

The materials and equipment provided by the program were rated as appropriate and were available on a timely basis. The use of computers motivated students to attend class and were rated the most effective equipment. There was insufficient computer hardware and software.

7. Other Contributing Factors

Excellent contact between the program staff and the agency staff permitted discussions and evaluations of students' progress. The supervisor recommended that there be more dialogue between program staff and agency staff focusing on specific students' needs.

8. Supervisor's Recommendations

The supervisor recommended that an itinerant teacher visit all five sites in his jurisdiction. The supervisor also suggested that in-service training sessions address alternative methods of assessing students' needs. Staff development would also be enhanced if time were allocated for staff to attend program-wide conferences sponsored by educational and affiliated agencies. Additional computer software and hardware would be useful to the program.

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